

Imagine Culture Teaching Tools: Elementary

These tools are designed to support submissions to the **Passages Canada Imagine Culture Contest – Elementary category** (Kindergarten to Grade 6). The tools have been written for Grades 4 to 6 but can be customized as needed for Grades 1 to 3.

Submissions must address the theme below. [Passages Canada](#) speakers can be invited free of charge to speak to your class, as an accompaniment to these resources, by completing the “Invite a Speaker” form on our website. The rubrics used to judge submissions can be found in the appendices.

Guidelines:

- For Elementary students only, we accept photograph submissions **and/or** poster submissions. Submissions can be generated by individual students, small groups, or collaboratively as a class.
- Photograph submissions must include a brief caption written by the student(s) describing the piece and how it relates to the theme (no more than 200 words). Photo must be submitted as a .jpeg or .png file. Video is not accepted at this time. See [Rules and Regulations](#) for guidelines regarding photo permissions and other details.
- Poster submissions can be hand-drawn or painted, mixed-media, or digital pieces. We accept all styles of poster. Possible formats include, but are not limited to: a collage or graffiti board of words and/or images; a photo essay; a public awareness poster; a historical poster; a flag. Poster must be submitted as a .jpeg or .png file. *Please do not mail the hard copy submission of your poster.*

Prizes:

- For the elementary category, the prizes will be awarded to the classrooms with the best group submission or the highest average score of individual submissions. Submissions can be generated by individual students, small groups, or collaboratively as a class. In all cases, one classroom prize will be awarded to the class as a whole.
- The winning photo or poster entries will be awarded **\$500 in school supplies!** The 2nd and 3rd place classrooms will be awarded \$250 and \$100 gift cards, respectively.

Full contest details are available at <http://passagestocanada.com/imagine-culture-contest/>

Theme: Cultures within us and around us.

Snap a photo or create a poster that explores the cultural traditions in your family, school, or community. Tell us your image’s story in a short caption. Think about your favourite food, a treasured object, a family photo album, buildings in your neighbourhood, local festivals; or even just look in the mirror— what stories of cultural heritage are told by these people, places and things?

Think about the following:

How do we express culture in our daily lives here in Canada? What examples can you come up with of the ways that your family, school or community expresses their cultural traditions?

Have you shared in someone else's culture or traditions? Tell us about that experience.

Is there an immigration story in your family, amongst your friends, or in your community that you can share?

Canada has been a place where different cultures have come together for hundreds of years. Is there a historical cultural moment you can share?

Why should we try to learn about cultures different than our own? How can it help us fight **racism** and **discrimination***? Is there an example you can share from your community?

*Note: Terms in bold are defined in the glossary at the end

Suggested Activity: Thinking about immigration: Why choose Canada?

*Why do people choose to come to Canada? What makes Canada a desirable place to live?
Why have people left their homelands to come to Canada?*

- Discuss the differences between push and pull factors.
 - Push factors – something that makes a person want to, or have to, leave their country/home (e.g. war, hunger, disease, lack of educational opportunities, inadequate health care)
 - Pull factors – something that makes a person want to immigrate to a new country (E.g. good educational and health care systems, peace, job opportunities)
- Work together as a class to develop a chart that outlines the pull factors that draw people to Canada and the push factors that lead them to leave their home countries.

PULL FACTORS	PUSH FACTORS
<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ 	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____

Contest Submission Ideas:

- Have students take a photo that shows why Canada is a great place to live. The students can use their Artist's Statement of 200 words or less to discuss the factors that might motivate someone to come to Canada that they are showing in their photo.
- Have students create a poster to motivate someone in another country to move to Canada, incorporating the push and pull factors discussed. Students submitting an art piece must include an Artist's Statement of no more than 200 words.

Suggested Activity: Tackling racism and discrimination in our schools and communities

Canada is considered a **multicultural** country, but do all Canadians respect and appreciate the **diversity** in our communities? What can we do to make our country an accepting and respectful place to live for all Canadians?

- Have students watch **For Angela...** from the National Film Board of Canada. The web link for the film is: www.nfb.ca/film/for_angela. The film tells the story of a young Aboriginal girl and her mother experiencing racism at the hands of a group of young boys. The film explores themes of **racism** and **discrimination** and their consequences. Consider sending home a short note explaining the film and the themes that will be covered (Appendix A). You may choose to show the film in its entirety, or you may omit sections as described below to shorten the length of the activity without compromising the storyline. (See: Note) Pause the film at the following intervals to answer the questions below with your group.

Pause film at 03:50

- How do you think Angela and her mother felt when the boys began harassing them at the bus stop?

Pause film at 05:20

- What did the bus driver and the other passengers do when Angela and her mother were being harassed on the bus?
- Why do you think they reacted this way?
- What would you have done if you were the bus driver? What if you were another passenger?

Skip forward to 11:15 and resume video

Pause at 13:30

- Why do you think that Angela cut off her braids?
- Why do you think Angela's mother is sad?

Pause at end of film, around 20:10

- Why do you think Ian wouldn't look at Angela and her mother?
- How did Ian and his friends' harassment make Angela and her mother feel?
- What reasons did Ian give for his behaviour?
- How do you think Ian felt when Angela's mother told him how he had hurt them?
- How do you think Ian will behave in a similar situation in the future?

21:45 - Optional: Interview with Rhonda Gordon and Angela Saskosky

- How did Angela's mother explain the racist comments of others prior to the incident described in the film?

- After confronting the boys who harassed them, what solution did Angela's mother reach with the principal?
- Where had the boys learned their **prejudices** against Aboriginal people?
- What are the truths about Aboriginal people that Angela's mother, Rhonda, shares to combat the **stereotypes**?
- How can we learn more about Aboriginal people in Canada?

Note:

You may choose to watch the film in its entirety (24 minutes), but you may also show sections of the film as detailed in the activity. Please note that one word of mild coarse language is used at the 06:20 mark. A letter that may be sent home to parents prior to showing the film can be found in Appendix A of this document.

Ensure your school or classroom has an educational subscription from the National Film Board. For more information: www.nfb.ca/transaction/subscriptions/ or contact customer service at: 1-800-267-7710 or info@nfb.ca

Contest Submission Ideas:

Ask students what they can do to stop **racism**, **discrimination**, and bullying in their school and community. Ask students how learning about cultures different from our own helps us combat prejudice and stereotypes. Suggest including what was learned from watching ***For Angela....***

- Have students take a photo of something that is making their school and community a better, more **inclusive** place for everyone. Students are also welcome to imagine actions they could take to make their school and community a more inclusive place, and photograph their imagined solutions.
- One way to combat prejudice and stereotypes is by learning about different cultures. Ask your students if they have participated in a culture that was different than their own, or create an opportunity for them to do so. Ask them to document this experience in a photograph or a poster.
- Have students create an **anti-racism**, discrimination, and/or bullying poster. Students submitting an art piece must include an Artist's Statement of no more than 200 words.

Suggested Activity: Finding and expressing our culture & heritage

*How would you define your **identity**? When you think of a Canadian, what do you see? What do you think of? Why might your definition be different from someone else's?*

- Students will attempt to trace back their family trees two or more generations and learn about their heritage. To complete the activity, they will need to determine where their family is from, the language or languages spoken in the home, family/cultural customs, and any other interesting facts they can describe from their own experiences or through conversations with family members. If interviewing family members is not an option for some students, have them choose a group in their community to research.
- Ask students to answer the following questions from their interview and/or research:
 - Where does your family come from?
 - What languages are spoken in your home?
 - What foods does your family like to eat?
 - What holidays does your family celebrate?
 - What are some of your family's special traditions or customs?
 - What are some other interesting facts you would like to share about your family?
- Take a large piece of chart paper or make a bulletin board where the students can develop a graffiti board of their words, phrases, slogans, ideas, etc... about their heritage and **identity** or that of the group they selected. The students should write their responses on the graffiti board in their own colourful style, allowing the eclectic nature of the class to come through in the exercise. Ask students the following questions:
 - What similarities and differences are there among the different contributions to the board?
 - What do these answers tell us about being Canadian?
 - What does it mean that Canada is a “multicultural mosaic”?

Contest Submission Ideas:

- Submit the graffiti board as a classroom submission, or have students use the information collected on this board to help them complete individual or small group submissions. Ensure that each submission includes an Artist's Statement of no more than 200 words written by the students.
- Encourage your students to use the knowledge they gained from creating their family profiles to help them think about ways people express culture in their daily lives. Have students take a photo to accompany their interview/research, that represents their family's culture and heritage

- Have students create their own reimagining of the Canadian flag to represent the **diversity** that exists in the classroom.

Appendix 1

Parents / Guardians:

On _____, the class will be watching the 1993 film, *For Angela*.... This National Film Board of Canada film chronicles the true story of a young Aboriginal girl and her mother who experienced racism at the hands of teenage boys in their Winnipeg neighbourhood.

I am showing this video to the class to help illustrate to the students how quickly people can judge others and how hurtful discrimination can be. I feel that this film will help the students see the dangers of racism and discrimination. The lessons in the film will also help the students develop empathy for others. The students will complete a series of reflective questions based on the film.

We have decided to inform you of this viewing due to the strong messages contained in the film. We are hoping that the conversation on discrimination can continue at home. If you wish to view the film yourself, please go to www.nfb.ca/film/for_angela/. Please note that the section of the film from 05:20-11:15 contains one instance of mild coarse language and will be omitted from class viewing. If you have any questions about the film, please feel free to contact me at the school. Thank you for your co-operation in this matter.

Sincerely,

Appendix 2: Photography Rubric-- Elementary

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge: Purpose and Theme /4	Student developed a submission that demonstrates a limited purpose and/or message related to the theme.	Student developed a submission that demonstrates some purpose and/or message related to the theme.	Student developed a submission that has an identifiable purpose and message related to the theme.	Student developed a submission that has an easily identifiable purpose and unique message related to the theme.
Application: Artistic Ability and Design (i.e. Photo composition, image quality) /4	Student work is disorganized, appears cluttered, and the elements obscure the content / concepts.	Student work is somewhat organized, but some parts of the work were randomly placed and not developed with precision.	Student work is organized and presented in an orderly fashion which supports the concepts / content.	Student work is highly organized, and presented in a manner that reflected careful planning of the task and clearly supports and enhances the concepts / content.
Inquiry/Thinking : Connection to concept (Artist's statement) /4	Student developed a written statement that contains accurate content related to the theme with limited effectiveness.	Student developed a written statement that contains accurate content related to the theme with some effectiveness.	Student developed a written statement that contains accurate content related to the theme with considerable effectiveness.	Student developed a written statement that contains accurate content related to the theme with a high degree of effectiveness.
Communication /4	The subject matter & images chosen for the product are inappropriate and make the main intended message of the product unclear. Little to no evidence of thought, creativity	The subject matter & images chosen for the product are not organized and make the message of the product unclear. Some evidence of thought, creativity.	The subject matter & images chosen for the product present the message in an effective manner. Effort is evident. Considerable evidence of creativity.	The subject matter & images chosen support a highly effective presentation of the main message and secondary messages. Effort and attention to detail are evident and enhance the project. Thorough evidence of creativity, imagination, and thoughtfulness.

Total /16

Appendix 2: Poster Rubric, Elementary

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge Purpose and Theme /4	Student developed a submission that demonstrates a limited purpose and/or message related to the theme.	Student developed a submission that demonstrates some purpose and/or message related to the theme.	Student developed a submission that has an identifiable purpose and message related to the theme.	Student developed a submission that has an easily identifiable purpose and unique message related to the theme.
Application Artistic Ability and Design /4	Student work is disorganized, appears cluttered, and the elements obscure the content / concepts.	Student work is somewhat organized, but some parts of the poster were randomly placed and not developed with precision.	Student work is organized and presented in an orderly fashion which supports the concepts / content.	Student work is highly organized, and presented in a manner that reflected careful planning of the task and clearly supports and enhances the concepts / content.
Thinking/Inquiry Connection to concept (Artist's statement) /4	Student developed a written statement that contains accurate content related to the theme with limited effectiveness.	Student developed a written statement that contains accurate content related to the theme with some effectiveness.	Student developed a written statement that contains accurate content related to the theme with considerable effectiveness.	Student developed a written statement that contains accurate content related to the theme with a high degree of effectiveness.
Communication /4	The materials chosen for the product are inappropriate and make the main intended message of the product unclear. Little to no evidence of thought, creativity.	The materials chosen for the product are not organized and make the message of the product unclear. Some evidence of thought, creativity.	The materials chosen for the product present the message in an effective manner. Effort is evident. Considerable evidence of creativity.	The materials chosen support a highly effective presentation of the main message and secondary messages. Effort and attention to detail are evident and enhance the project. Thorough evidence of creativity, imagination, and thoughtfulness.

Total /16

Glossary of Terms

Anti-racism

Challenging racism and promoting understanding and acceptance of others

Discrimination

The exclusion of individuals or groups from full participation in society.

Diversity

Being different, varied. A range of individuals and groups with different characteristics.

Identity

One's individuality or personality. The characteristics that make us who we are.

Inclusive

Not excluding any person or section of society.

Multicultural

Describes a society that is made up of ethnic or cultural variety and differences.

Prejudice

An unfavourable opinion formed about an individual or group that is not based on actual experience.

Racism

Hostile attitude or behaviour to members of other groups, based on the belief that one race is better than another.

Stereotype

An image or idea about a person or group that is often repeated but is oversimplified and can be harmful